

Feedback, Field Notes and Fun: practical, efficient tips for preceptors

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Faculty/Presenter Disclosure

- ▶ **Faculty:** Luce Pélissier-Simard, Theresa van der Goes
- ▶ **Relationships with financial sponsors:**
 - ▶ **Grants/Research Support:** None
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 - ▶ **Patents:** None
 - ▶ **Other:** None

Disclosure of Financial Support

- ▶ This program has received financial support from **nobody** in the form of **nothing**
- ▶ This program has received in-kind support from **nobody** in the form of **nothing here either...**
- ▶ Potential for conflict(s) of interest:
 - ▶ None that we can spot
 - ▶ Both of us are members of the CFPC's Certification Process and Assessment Committee

Mitigating Potential Bias

- ▶ None to mitigate here....nothing to see....;)

Agenda

- ✓ Chat...
- ✓ Watch...
- ✓ Chat some more!
- ✓ Play a bit ;)
- ✓ See how you do....
- ✓ The painless theory bit - we promise!
- ✓ Wrap up and take home...whew!

Objectives

- ▶ At the conclusion of this activity, participants will be able to:
 - ▶ deliver simple, constructive feedback,
 - ▶ describe 3 elements that make their Field Note really helpful for all residents (the stellar resident too), and
 - ▶ identify characteristics of brief narratives that contribute to robust summative decision making.

Have you ever had something difficult to say, and, well...just avoided it?!





Giving Feedback - 3 Funny Examples of Giving Employee Feedback



Watch later



Share



3 FUNNY EXAMPLES OF GIVING FEEDBACK

The important words -

- ▶ DESC
- ▶ Educational alliance
- ▶ Goal setting

DESC

- ▶ **Describe** the situation
- ▶ **Express** your feelings
- ▶ **Specify** what you want
- ▶ **Consequences** : positive payoff for both

DESC script was developed by Sharon and Gordon Bower

Bower, S. A., & Bower, G. H. (2009). *Asserting Yourself-Updated Edition: A Practical Guide For Positive Change*. Hachette UK.

Educational alliance

Feedback and the educational alliance: examining credibility judgements and their consequences

Summer Tefio,¹ Glenn Regehr¹ & Rola Ajjawi²

Medical education, 2016, vol. 50, no 9, p. 933-942..

Live action! Verbal feedback/coaching

- ▶ Watch the role play
- ▶ Using DESC - give verbal feedback, each practice being the preceptor

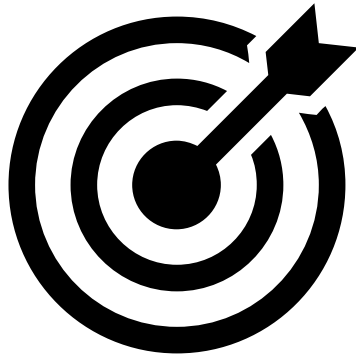
Lucy, R2

2nd week FM 4 weeks
rotation in community

20 minutes late for the
second time...

How to begin the
conversation....

NEXT STEP & GOAL SETTING



Field Note - key point from the conversation

- ▶ Write a Field Note - key points from the feedback conversation

What makes your Field Note useful to inform a decision on progress?

The theory lurking in the background

| When you say | It relates to |
|---|-------------------------|
| You need to...(being corrective) | Behaviorism |
| It might be helpful if...(being positive) | Cognitivism |
| How might you improve your....(engaging the learner to close the gap) | Social Constructivism |
| Based on what you know about your strengths and weaknesses, what strategy are you considering in approaching this....(strategizing) | Self-Regulated Learning |

Wrap it up and take it home!

- ▶ Just describe, do not judge!
- ▶ Do it right NOW, do not wait to be sure.
- ▶ Make clear that your objective is to support the learner.
- ▶ Much easier if you have agreed upon goals, discussed in advance.
- ▶ Be clear on the impact - this is what makes change happen, and learners listen.
- ▶ Pay attention to your educational alliance - do this from the start - it gives credibility to your message.

More references

R2C2

- ▶ Sargeant, J., Lockyer, J., Mann, K., Holmboe, E., Silver, I., Armson, H., ... & Power, M. (2015). Facilitated reflective performance feedback: developing an evidence-and theory-based model that builds relationship, explores reactions and content, and coaches for performance change (R2C2). *Academic Medicine*, 90(12), 1698-1706.

Field notes

- ▶ Donoff, M. G. (2009). Field notes: Assisting achievement and documenting competence. *Canadian Family Physician*, 55(12), 1260-1262.

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